DOCUMENT RESUME

ED 290 595 RC 016 537

AUTHOR Hall, McClellan
TITLE Indian Youth Leadership Development Program.
INSTITUTION ORBIS Associates, Washington, DC.
PUB DATE Aug 87
NOTE 48p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS American Indian Culture; *American Indian Education; American Indians; Camping; Communication Skills; Equipment; Ethics; *Experiential Learning; Family Role; *Leadership Training; Management Development; Moral Issues; Outdoor Education; Perspective Taking; Physical Fitness; Process Education; Program Development; Resident Camp Programs; Role Perception; Safety Education; Scheduling; Self Concept; Seminars; Skill Analysis; *Skill Development; Staff Development; *Youth Leaders
IDENTIFIERS *Indian Youth Leadership Program; *Navajo (Nation); New Mexico; Oklahoma

ABSTRACT

The Indian Youth Leadership Program and the Indian Youth Leadership Camp (IYLC) were created in 1981 in response to the need to develop specific skills in Indian youth who will assume leadership positions in the future at the family, school, community, tribal, and national level. Patterned after the National Youth Leadership Camp, the IYLC emerged as an 8 to 10 day intensive camp experience (first based near Tahlequah, Oklahoma and later moved to the Navajo reservation in New Mexico). The intent of the IYLC is to facilitate "habilitation," developing skills needed to become functional, competent, independent adults. This is done by emphasizing: discussion and analysis of experiences, transfer of learning to other situations, leadership skill development and hands-on learning, service ethics, non-Indian versus traditional leadership styles, and dealing with conflicts between those styles. Intra-personal, communications, judgment and situational skills and role modeling, family process and belief in personal abilities perceptions are acquired through the habilitation process. A detailed outline and brief explanation of the major features of the camp (such as student selection, staffing, role modeling, leadership seminars, daily schedules, etc.) is included. A sample plan for an IYLC, program management information, and equipment lists are appended. (JMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290595

ORBIS Associates
1411 K Street, N.W., Suite 200
Washington, D.C. 20005
202 / 628-4444

RECEIVED
ERIC/CRESS

INDIAN YOUTH LEADERSHIP DEVELOPMENT PROGRAM

DEVELOPED By: McClellan Hall

Indian Youth Leadership Project

for

ORBIS Associates
1411 K St. N.W.
Washington, D.C.

August, 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
McClellan Hall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC016537

BEST COPY AVAILABLE

INDIAN YOUTH LEADERSHIP DEVELOPMENT PROGRAM

I. INTRODUCTION

As we are aware, Indian youth of today are faced with a number of challenges — to succeed in school and in the non-Indian world, to be the "culture-bearers" to future generations, to be many things to many people. Yet, for a number of reasons, statistics indicate that today's Indian youth are generally not well equipped to meet such high expectations. The process of "habilitation", defined broadly as the "process of developing skills needed to become functional, competent, independent adults", has been interrupted, due to several factors and is generally not taking place in most Indian communities. Some of the contributing factors include:

- o rapid and profound changes in society
- o the conservative nature of Indian communities which can inhibit adaptation and ability to respond to problems
- o traditional roles once accessible to youth in the tribal context are often no longer available
- o child-rearing/parenting skills are often not transmitted to contemporary Indian youth due to single parent families, divorce, boarding schools, etc. (Bingo!)
- o general breakdown in the immediate and extended family as the primary role-modeling unit
- o migration to the cities by over 50% of the national Indian population (1980 census)
- o dramatic increase in recent years in alcohol/substance abuse by Indian people

- o breakdown of traditional spiritual foundations of Indian cultures

- o change in disease patterns among Indian people from communicable diseases to behavior-related diseases.

A thorough understanding of what is happening to Indian people is very important. Founders of the Indian Youth Leadership Program (IYLP) have several years of research and observation of these problems as teachers, counselors and parents as well as numerous discussions with elders and traditional spiritual leaders. From this, rather than dwelling only on problems of Indian youth and what is happening to them in this regard, organizers of the IYLP focused their attention on what's not happening to young Indians. The next step was to look for competent role models for Indian youth. We look to the Indian communities for competent, functional, capable Indian and non-Indian adults as examples, not necessarily those who are successful by non-Indian standards, but capable individuals in general.

At this point, its important to acknowledge that we look to Indian communities for strengths rather than focusing totally on deficiencies. In response to problem areas, this program intends to focus on those things that are already in place that we can build on, namely traditional spiritual teachings, which emphasize positive thinking. Viewing problems as challenges, IYLP attempts to maintain a positive attitude in its approaches. The problems Indian youth face today, as outlined above, may call for approaches that are radically different and innovative, due to the serious nature of the challenges we face.

Since its inception the Indian Youth Leadership project has continued to evolve and improve, incorporating the results of the research alluded to earlier and benefitting from association with elders, colleagues, as well as the member programs of the National Youth Leadership Council and other agencies involved in Indian education such as the Title IV Indian Education Resource Centers.

Background

The Indian Youth Leadership Program (IYLP) and the Indian Youth Leadership Camp (IYLC) were created in response to the need to develop specific skills in Indian youth who will assume leadership positions in the future, at the family, school, community, tribal and national level. The underlying theme for our leadership development model is leadership for service.

The inspiration for this model is both traditional and contemporary. Development of the project began in 1981 when James Kielsmeier, President of the National Youth Leadership Council (NYLC), came to Oklahoma to share his multicultural leadership model with Cherokee Nation education department staff. The people who came together set a process in motion. The uniqueness of the NYLC model is that it not only provides leadership skills through hands-on learning opportunities, but challenges youth to apply the newly acquired skills through projects they must design and implement after returning to their respective communities. The leadership for service model seemed especially relevant to the needs Indian communities face and represented a return to traditional values that help hold our communities together. The applicability of this model to Indian students was further reinforced in 1982 after a group of Cherokee students from Oklahoma attended the National Youth Leadership Camp. Pre- and post test scores from that multicultural camp showed that the highest increase in self-esteem scores occurred among the Indian students!

After returning home from camp, the Cherokee youth were challenged to help implement a leadership project in the 14 county area that makes up the Cherokee Nation today. This program was designed to help Indian youngsters at the 7th and 8th grade levels, an age group identified as high risk, learn leadership skills and enhance self esteem with the aim of impacting a drop-out rate among Cherokee students that reached as high as 70% in some local public schools.

As the program developed, a key element emerged — the Indian Youth Leadership Camp — an eight to ten day intensive camp experience, based near Tahlequah, Oklahoma. The camp was sponsored by the Cherokee Nation and was patterned after the NYLC model with several adaptations to address the specific leadership needs of Indian youth. Since the lack of a meaningful role for

Indian youth to play in the life of the community was one of the problems we were attempting to address, the opportunity for high school students to play a "big brother/sister" role with younger students (7th and 8th graders) was a natural step toward addressing that need.

After two successful years of conducting the IYLC in Oklahoma, the program moved to the Navajo reservation in New Mexico to test the replicability of the model in other Indian communities. We have been encouraged by the results of the involvement of Navajo and Zuni youth in 1985-87. Efforts are underway to disseminate the model on a national level.

IYLC differs from other camp programs for Indian youth because of its leadership for service concept and because it emphasizes the importance of what students do with opportunities. The intent of IYLC is to seize the teachable moment of all of the camp's aspects, such as:

- o processing (discussing and analyzing) experiences
- o transfer of learning to other situations
- o leadership skill development and hands-on learning
- o service ethic
- o examination of non-Indian leadership styles vs. traditional leadership
- o dealing with conflicts between the two styles

II. PERCEPTIONS AND SKILLS DEVELOPED IN THE HABILITATION PROCESS

The opportunity to try on different behaviors is critical in establishing an experiential base for the process of habilitation and is necessary for the development of the three skills described in this section of this guide.

It is worthwhile at this point to look at the reverse side of the habilitation process. Research shows that the young person most at risk -- with the criminal justice system, the mental health system, with drugs and alcohol and, in many cases, early pregnancy — is the young person who has not developed the skills and perceptions identified by IYLP as inherent in the habilitation process.

A. PERCEPTIONS

Examples of perceptions which have been poorly developed by many young people are as follows:

- Lack of adequate experience in life which has helped the young person to see him/herself as a capable person — ability to identify with viable role models. *Example — recent article in Time magazine talked about how the drug smugglers on the Texas - Mexico border have become heroes and role-models for youth due to the constraints imposed by the severe poverty in which the young people live. They have few positive role models available and have been attracted to negative examples because of the material possessions this lifestyle displays (cars, money, etc.)

- The young person has not developed a sense of connectedness between him/herself and things greater than the individual — not seeing self as needed or important in family, school, etc. Breakdown in spiritual values is another indicator of this.

- The young person has not developed an awareness of the cause and effect relationship between things in his/her life -- not realizing that an individual has power to effect what happens to him. Thus, the young person sees himself as victim ... things just happen, no control over fate, etc.

- The young person hasn't developed responsibility, hasn't learned about limits, consequences, etc.

- The young person shows underdevelopment of judgement skills, also most likely doesn't have a well-developed sense of right/wrong, safe/dangerous, fair/unfair, appropriate/inappropriate.

PERCEPTIONS TO BE ACQUIRED THROUGH HABILITATION PROCESS

1. Ability to identify with viable role models

This is critical in developing a healthy perception of oneself — the ability to look up to, admire, want to be like someone. This is a basic tenet of psychology and is especially critical to Indian youth today. Urban ghettos and many reservation areas have too few positive role models available. IYLC's response is to provide several layers of role modeling, from adult staff, college students, older high school students and the peer group, which includes youth who have already demonstrated leadership as well as students who have recognizeable potential.

2. Ability to see oneself as a part of the family process

The critical element is the reciprocal relationships that are inherent in family situations. Roles, responsibilities, chores, people depending on one another, all are important in developing a notion of how people relate to one another. Surrogate "families" could include, teams, schools, clubs, etc. Our attempt is to create a community within the camp, a large extended family made up of

smaller groups (primary family groups). Here, young people can try on some of the roles they will play in later life, where the consequences are real enough, but the environment is very supportive when mistakes are made.

3. Ability to see oneself as capable and having faith in personal abilities to do things

In the case of all three of the perceptions the opportunity to have concrete experiences to develop these perceptions is critical. Learning theory recognizes that a person must have a base of experiences from which to develop higher level thinking skills. Experi-ences are essential to the development of these perceptions.

Rappeling and other adventure activities provide opportunities for development of self-confidence and technical competencies. Careful "processing" of activities can assist in transfer of learning to classroom and other situations.

B. SKILLS

To put into perspective the skills which IYLP attempts to assist students acquire, we look first at what skills many Indians have difficulty acquiring and maintaining.

- The young person doesn't have a base of training in self-discipline. In this case, he/she has trouble putting aside what he wants to do in order to take care of what needs to be done; thus, he is often impulsive, often out of control. This is readily observable in a 5 year old in a toy store, but if the young person doesn't have an opportunity to learn different behaviors, we see the same basic behavior in older youth.

- The young person is inadequate in interpersonal skills, doesn't have the tools for communicating, cooperating, listening, empathizing, negotiating.

SKILLS TO BE ACQUIRED THROUGH HABILITATION PROCESS

1. Intra-personal Skills

Intra-personal skills are developed as a result of four things happening. The young person must have experiences, in which he or she must be personally involved. He/she must then identify what was experienced, analyze how it occurred and generalize that learning to other situations.

2. Communication Skills

As a young person develops the ability to identify feelings and cope with them productively, he begins to recognize that others have these same feelings, frustrations and challenges. Skills to be developed include communicating, cooperating, negotiating, listening and empathizing.

3. Situational Skills

Situational skills are the ability to respond to the situations we meet in daily life and the ability to modify or adapt our behavior accordingly. Some behaviors are appropriate in some situations, others are not. The distinction must be learned.

4. Judgement Skills

Good judgement is a product of experience, but we must develop the ability to understand our experiences, i.e., perform higher level thinking skills: What happened? Why did that happen? What could we do next time so it won't happen that way?

The chart on the following two pages shows the direct relationship between the Perceptions/Skills to be acquired and the Indian Youth Leadership Camp activities to be discussed throughout the rest of this guide.

RELATIONSHIP OF PERCEPTIONS/SKILLS TO ACTIVITIES

Perception/Skill	Activity
Role modeling	o Layers of role modeling (adult, college student, high school, peer group). o Primary group leaders (usually one adult, one or more college/high school students) o Guest speakers
Family Process	o Camp as "community" (large family) o Primary groups o "Mentor" relationship with adults, group leaders
Belief in personal abilities	o Self/leadership seminar o Moral/etihical seminar o Service project
Intra-personal skills	o Spiritual content o Solo time o Self/leadership seminar o Moral/ethcal seminar o Environmental seminar o Journal o Role-modeling o Processing of activities o Conditioning

Interpersonal skills	o Moral/ethical seminar o Self/leadership seminar o Communications seminar o Primary group discussions o Pre-meal thought/prayer o Evening "sharing" activities o Processing of activities o New games/immersion
Situational skills	o Self/leadership seminar o Moral/ethical seminar o Communications seminar o Processing o Service project
Judgement Skills	o Moral/ethical seminar o Self/leadership seminar o Environmental seminar o Higher level thinking skills come from experience

Due to many of the factors discussed earlier, the habilitation process is not fully taking place for many of our Indian youth today. The IYLP model that has been developed attempts to address each of these perceptions and skills through activities designed to provide the young person an opportunity to experience, first hand the conditions which produce the impact we're looking for. Although the IYL camp is only eight to ten days, we're confident that it provides a base of experiences on which the young person can build. If a quality follow-up program is designed in the school year following camp, you'll be well on the way to producing the result we all want to see: functional, competent, independent Indian adults.

III. INDIAN YOUTH LEADERSHIP CAMP ACTIVITIES

The Indian Youth Leadership Program (IYLP) is designed to operate year round, with the summer camp (IYLC) as the focal point. Young people spend eight to ten days in an intensive developmental experience which relies heavily on the outdoors. We feel strongly that concepts such as leadership, responsibility, cooperation and compassion are best learned by direct experience and this is the agenda of IYLC.

Youth come to camp, with adult sponsors from their home communities who share the experiences, and return to put the skills to work at home. Having shared this critical time with their students, the sponsors are in a unique position to take advantage of the relationship that has developed during camp in order to follow-up and build on what has been learned. The follow-up program that develops during the school year following the camp must be tailored to the youth and the community. The IYLP staff are available to assist and provide ideas, but the program ideally should reflect the personality of the community.

What follows is an outline of the major features of the camp and a brief explanation of each. Our rationale for incorporating these features is consistent with areas that our research identifies as critical in the process of developing capable Indian youth.

The IYL camp is very structured, even the free time is planned. When planning the activities, research on the physiological make-up of the age group, the need for rest, nutrition, etc. are all kept in mind. Much of the success of the camp depends on the "controlled environment" — no high sugar foods, loud music or TV, a healthy positve interaction and close contact with role models in a non-threatening context. There have been very few discipline problems in four years of camp. When a problem does arise, the very high staff:student ratio allows for the problems to be dealt with in a short peroid of time. No one has ever had to be sent home early from camp.

One outcome that we feel has developed as a result of the camp experience is increased intertribal knowledge. In 1986, we had students from Ramah Navajo and Zuni, which proved to be very challenging. We were able to get a level of cooperation and interaction that has never occurred, even among the adults in the two communities. Through the sharing of cultural beliefs, values and objectives, the young people now understand their neighbors a little better and have developed friendships that will carry into adulthood.

Through our community service projects we establish good public relations for the IYL project and hope to demonstrate that Indian youth have a contribution to make. We try to promote healthy respect for Indian people and overcome some of the stereotypes the public may have.

A. STUDENT SELECTION

Application forms are distributed early in the spring to participating schools. We work with the teachers and counselors of eligible students who will be in 7th and 8th grades following the camp. Total number of students recruited is dependent upon size of staff and the facility used for the camp. Along with general background information on the application, students are asked to write a short statement on why they want to attend and what they hope to gain from the experience. Generally we also ask for a recommendation from a teacher, counselor, or minister, as well as a medical history and consent form.

We don't want to give the impression that we only select students with proven leadership ability, that is one criteria that we may consider, but we also look for students who have potential, but may be in trouble already, or headed in that direction. By taking students from both ends of the spectrum, the ones with positive behaviors influence the others in a positive way.

For the past two years, students have been self-selected and we've been able to take all the students who applied. In the future we will have to start using the criteria mentioned above, since we can only take a limited number of students.

B STAFFING/ROLE MODELING

The staffing pattern at the camp is carefully designed and provides a very high staff to student ratio. There are several layers of staff — adult (which includes the camp director, assistants, etc.), college students, older high school students who have been through the program and come back to help, and the peer group. This allows a "cascading role-modeling" effect. Students can see and interact with people in several age groups, from students their own age, to older students, college students and adults. This addresses the issue of the need for role models referred to earlier. The majority of the staff is American Indian. Both men and women are fairly equally represented and most are volunteers, which is another important concept for the young people to emulate.

Adult staff are assigned to primary groups and literally stay with the group 24 hours a day from start to finish of the camp. Staff are available for counseling or informal discussion as needed. Regular primary group meetings are scheduled and each evening before lights go out the meeting provides a time to discuss potential problems, and for staff to intervene in a preventive sense and provide positive reinforcement for the day's accomplishments. The intensive contact with staff provides opportunities to talk with an adult in a non-threatening context and, may be the most intense contact some of the youth may have ever had with a positive role model.

Staff must be very carefully screened to ensure that positive role modeling will take place. The staff is often voluntary, which makes screening somewhat more difficult, but it is critical to have people who will make the camp a positive experience. Staff should have a physical exam and ideally should begin conditioning in advance of camp. We expect staff to get involved in the physical activities (i.e. rappeling) to avoid a double standard. Exceptions are made only in special circumstances. Ideally, two day staff training takes place before camp to orient the staff to expectations and goals of the program.

C. ARRIVAL/IMMERSION

When the young people arrive at the camp the tendency is to stick together with friends they came with or people they knew before. Even though they have agreed that they will participate fully in all activities, they still want to stick together — Navajos together, Zunis together, even boys together and girls together. To break the ice and get people interacting, we may start with a game called the Blob, which begins with one person being "it". Each person he/she catches becomes part of the blob until everyone has been absorbed. Before they realize what's happened they are holding hands with people they didn't know before. After that, a name game in small groups gives each student a chance to learn everyone else's name.

An earth ball and parachute can be used to start building the notion of non-competitive cooperation, one of the themes of the camp. At dinner that evening each pedrson may be paired up width a strddanger and they may find themselves feeding each other the entire meal!

The goal is to make a break from familiar surroundings and routines to create a community. To accomplish this we insist that students leave all their radios, tape players, TV's, and junk food at home. We also assign students to primary groups of eight to ten who will live and work together on several tasks such as kitchen duty, ropes cource challenges, service projects, throughout the camp.

D. PHYSICAL CONDITIONING

Disease patterns among American Indians are shifting from communicable diseases to diseases related to human behavior. Health problems of special concern to American Indians include obesity, diabetes, hypertension, accidents, environmental hazards, alcohol-related illnesses, sexually transmitted diseases and mental health. These are things the individual can control directly so IYLC emphasizes physical conditioning as a means to addressing these aspects of habilitation.

Physical conditioning begins each day, the students are usually up by 6:30 a.m. and by 6:45 the group assembles for stretching and basic exercises -- jumping jacks, etc. After a group warm up the student has the option of running (usually one or two miles) or aerobic exercises. On the final day of camp a mini-marathon culminates the week of preparation. The course varies with the locale but usually involves three to five miles, which everyone must finish. However, competition is not emphasized. Those who are more athletic may complete the run as quickly as possible, but they go back to help others, so that everyone completes the run. A lot of peer support is evident and the last finisher usually gets the largest ovation. After the marathon the IYLC T-shirts are awarded. These shirts are not for sale, they must be earned!

E. BASIC LEADERSHIP SEMINARS

During the first four days of camp, four basic, experiential seminars occur: The Environment We Live In; Morals and Ethics; Self and Leadership; and Communications. Each is a full day (minimum six hours) in lenght and most activities take place outdoors. Each is designed to provide learning opportunities directly related to the skills and perceptions identified as critical in the process of developing capable people. The outdoor setting has proven to be an effective environment for the development of leadership skills.

Part of the rationale for using outdoor experiential challenges has to do with attempting to overcome negative experiences in school. For some students we have to establish again that learning can be fun. Also it's more informal in the wilderness -- it's a more neutral, non-threatening atmosphere than a classroom.

LEADERSHIP SEMINAR 1: THE ENVIRONMENT WE LIVE IN

In the first few years of the IYLC this seminar was done as a nature walk, with emphasis on botony, native plants, medicinal plants, etc. Resource people were science teachers and traditional medicine people. In recent years we've modified it slightly to incorporate a hike of approximately seven miles using orienteering techniques (map and compass). It takes the best part of a day to complete the hike, with rest stops, lunch break and new games. We also try to cover as much of the natural history as possible (plants, animals, geology, etc.). Self discipline is stressed through personal management of the water and food on the hike (each person carries his/her own food and water.....if you drink all your water in the first 15 minutes, the problems are obvious).

Ecological considerations are good topics for discussion on the hike. If the majority of the hike takes place on either the Navajo or Zuni reservation we can readily see how the land is taken care of, how people dispose of trash,the impact of addnnual rainfall, etc. The emphasis is on looking more closely at things that most of us take for granted.

Through this seminar, we are able to get young people out into nature, enjoy the environment, learn about how we fit into the environment, enjoy the physical exercise the hike entails and begin to develop an environmental ethic that's vital to the future.

LEADERSHIP SEMINAR 2: MORALS AND ETHICS

This activity is designed to give the participants an opportunity to experience the concepts of right/wrong, fair/unfair, sharing, distribution of resources, personal responsibilities, handicapping conditions, world hunger--all in a hands-on setting. A number of approaches have been used, the classic model utilizes an unequal distribution of resources -- in this case -- canoes, paddles, life jackets and lunches. Groups are divided into the haves and have-nots, the rich and poor of the world. Methods of dividing groups vary -- one favorite is to blindfold everyone, have them arrange themselves from tallest to shortest while blindfolded, then discriminate (as obviously as possible) against

one group. Usually the tall people are told they have to be poor, since tall people generally are more privileged. Then the short people become the rich and powerful. They take the best of the canoes, paddles, lifejackets and lunches and set off on a journey. The poor people have to make the same journey only they have the inferior equipment, some are handicapped, with blindfolds or slings, they have to start late because they can't get organized and they get the poor people's lunch.

At the end of the journey, which the rich people obviosly complete first, (some even cheat and take short cuts because you can get away with anything if you're rich) the lunch is brought out. The rich people have sandwiches, chips, fruit and cookies. The poor people have lettuce, onions and a jar of mustard. The poor have also been told that they are not allowed to talk to the rich people about sharing food. The poor people have some things that would complement what the rich people have to eat, but the dialogue can only go one way, since the poor can't ask the rich for help. We have attempted to replicate the real world as much as possible in this simulation.

The whole experience is a valuable learning opportunity, can be a lot of fun and lends itself to good discussion afterwards.

LEADERSHIP SEMINAR 3: SELF AND LEADERSHIP

The most action-oriented of the basic seminars, this activity gives young people (and staff — we don't ask students to do anything we won't do ourselves) an opportunity to solve group as well as individual challenges. The objective of group challenge activities is to develop cooperation, build communication, several heads together to solve problems, demonstrate how "every man/woman for him or herself" is not always the best way. This is done in a hands-on setting: (1) getting ten people onto a 2' x 2' platform for a full five seconds with no one touching the ground; or, (2) falling off the platform backwards, with eyes closed, into the arms of your primary group members. These can present very

real challenges. As the groups progress from introductory activities to more complex ones the group will face a 12' high wall which they must climb, or a beam 6' off the ground which the group must go over without breaking the human chain of joined hands or an imaginary Grand Canyon which must be crossed on a tarzan swing. Each activity is followed immediately by a short discussion of group dynamics, who took the lead, whether everyone had input, whether all ideas were listened to, etc.

The second half of the day is an opportunity to challenge the individual. The best way we've found is rappelling down a cliff of at least 100 fact. For the past two years we've used a site that has two surfaces, one where the rappell is on a straight wall that can be walked down, while the other is undercut and the majority is a free rappell, without touching the surface of the cliff wall.

This activity is especially appropriate for this age group. It's physically challenging and scary, yet totally safe. Our instructors are certified and are also trained Emergency Medical Technicians (EMT). The most up to date equipment and safety precautions are used. The challenges are real, as are the consequences ot not following directions or trying to show off.

This is a great confidence builder for young people and has direct application to the classroom and other potentially challenging situations young people face. The importance of processing the event can't be underestimated. It's critical to talk about what they've just accomplished, how frightening it is to most people, yet they overcame it. A highlight of the discussion focuses on ways that the energy and enthusiasm can be transferred to other situations both in and outside school.

LEADERSHIP SEMINAR 4: COMMUNICATIONS

Indian students from states with high Indian populations testified before an Interior Subcommittee hearing in April, 1986. What the students had to say was that drug and alcohol abuse are rampant in Indian communities and on reservations because youth are bored, jobless and can't communicate with parents teachers and non-Indians in general. We have designed this seminar to provide experiences to address this problem of lack of communication. Content includes activities that emphasize the importance of verbal and non-verbal communication, role playing, even stress-management techniques for those situations where students are nervous or reluctant to speak out. Assertiveness training is appropriate, as well as a discussion of family roles, responsibilities and relationships.

The Communications seminar has two goals: (1) improving communication for better interpersonal relations and (2) improving students' communication skills -- reading, writing, speaking and listening. A "whole language" approach to improving these communication skills incorporates the following:

(a) Reading

Word lists — before some of the camp activities, students are asked to think of words which are associated with those activities. The seminar leader writes the words on the board; notes their spellings and whether or not the words sound like they are spelled; and encourages discussion about the meanings of the words.

Written functions — sometimes rather than giving the directions orally, directions should be written for the partcipants to read and follow. The importance of the reading skill will be stressed. Example: Record a tribal legend.

(b) Writing

Journals — students keep journals in which they record happenings of the day and their feelings.

Poetry — students write cinguains based upon one or more themes of the camp.

Students can write directions for games.

(c) Speaking

Students should be active participants in the "processing" discussions about values, dynamics, etc., which they have experienced in an activity (see Section H on page 23 for discussion of "processing" experiences). The talking stone might be passed from one student to another to help provide the power to speak and to focus the group's attention on what each person says.

Opportunities for speaking will be provided throughout the program: reading of poetry students have written, telling stories in the evening around the camp fire, giving directions, etc.

(d) Listening

Listening to directions — the skill of listening will be stressed when directions are given orally.

Opportunities for listening will be provided throughout the program: listening to stories around the camp fire, listening to the leader when he/she is providing lecture information, etc. The art/skill of good listening will be emphasized throughout the camp.

F. SKILL EXPLORATIONS

These are sometimes used as supplements to the program and are usually two hours or so in length. Staff sign up to teach a skill to a small group. The classes can be on anything kids would like to learn, they sign up before hand and materials must be available -- beadwork, canoeing, traditional dancing, square dancing, cooking frybread, anything staff can teach to a small group in a two hour block. There are also excellent bad weather activities which are an important feature of the camp.

1. CANOEING/WATER SAFETY

This has been consistently one of the top rated activities by IYLC students. We utilize the canoes for several reasons: because it's a very calming and peaceful exercise, it promotes the importance of cooperating with another person, communicating effectively to make the boat do what you want and it's generally a new and fun experience for students, especially those from the SW part of the country. Further, we use the time in the canoe to teach water safety. Specifically we orient the students to proper handling and operation of the boat, then we usually ask one boat to volunteer to tip over to demonstrate the proper way to get the water out and get the passengers back in. Since most boating fatalities can be avoided by knowing what to do and what not to do and by not panicking when something happens, we hope to prevent future incidents. We don't allow anyone in the water without a lifejacket and safety becomes second nature at IYLC.

2. FIRST AID TRAINING

We have used this as an activity for the past two years and are convinced that it has paid dividends for us. Our training is usually limited to a few hours, but we emphasize that knowing what to do and what not to do could save a life. Although we have never had anything more serious than a sprained ankle we want the students to know enough to respond to the range of possiblities our agenda presents. Through this orientation, students will know enough to stay out of the way and

not try to do anything if they're not sure what needs to be done.

Further, it's another role modeling opportunity for our students. The EMT's who do our training are usually American Indians and are very good examples of Indian people in meaningful careers.

G. IYL "SERVICE" PROJECT

Consistent with the overall theme of the camp, which emphasizes "service" — leadership, we feel it is important to provide opportunities to do something for others (without the pay incentive) in order to demonstrate that there is an inherent value in doing something for others. This "service" component is one of the features of IYLC which sets it apart from other youth camps.

We usually devote one day during the camp to a service project. As an example, in 1986 we worked with the National Park Service at the El Morro National Monument for a full day. Camp participants and staff were divided into groups by choice of activity and each group did a project, including helping to install a composting toilet facility, helping build a weather station used to monitor the weather year round at the park, installing park-information bulletin boards (pipe set in concrete), clearing trails, clearing and weeding Anasazi ruins for tourists to visit. They were projects that were visible: the kids can show others what they worked on, the park superintendent wrote an article in the paper about it, with the names of the students — it was a positive experience for all.

Options for service projects are numerous, but we try to avoid situations where students can't see the value directly. Projects that can help their school or community can also be very good and can be an important part of the follow-up IYL program during the school year.

H. "PROCESSING" EXPERIENCES

The key to the success of the activities we use in the IYLC model is the discussion, or "processing" that takes place after the event. The group leader initiates this by asking a series of questions - what happened? who took the leadership role(s)? did everyone listen to all the ideas? did you work together? etc.

Care must be taken to observe the level of questioning that is used. To be most effective, start with simple questions, ones that can be answered in one or two words, then progress into the higher level, or "feeling" questions — how did it feel: to be handicapped? to be dependent totally on another person? etc. These are questions that can reveal a lot about how the students perceived the event and what they learned. We are convinced that much of the impact of what we do would be lost if the event isn't properly processed.

Referring to the rationale section where we indicated that experiences are critical in developing higher level thinking skills, those skills are needed for the student to be able to analyze the experience and generalize how it applies to another situation. This is direct application of those so-called higher level skills.

I. BANQUET

Planning a banquet evening toward the end of camp provides different groups the opportunity to (1) help prepare traditional dishes from their home or culture, (2) share these traditions with others and (3) experience something new from other tribal settings. If we're doing the camp close to home we invite parents to the banquet; if we can't, it's still a special occasion. Banquets can also be an opportunity for a staff talent night, which can be very entertaining — especially if the staff has minimal talent, thus giving students a chance to see the staff in a different role, doing a skit, and generally "acting crazy".

J. A TYPICAL DAY AT CAMP

The agenda of the camp is cumulative in the sense that some activities are more effective when they happen early on in the camp, while others work best after certain experiences have prepared students for what is to occur next.

Conditioning - The typical day begins at 6:30 a.m. By 6:45 everyone is assembled for stretching and exercises. After a group warm up, students have the option of jogging (usually a 1 - 2 mile run) or aerobics exercises.

Breakfast - Breakfast is usually served cafeteria style about 7:30 a.m. The primary groups rotate kitchen duty. For any particular meal, kitchen duty involves help with preparation, serving and clean up afterwards. Meals are followed by announcements that cover the activities for the day.

Activities - After sufficient time for kitchen clean up and changing clothes into what ever is appropriate for the day's activities, the groups will assemble. If it's a Basic Seminar day, they will gather equipment, lunches, water, etc., and set out, either on foot or in vans to the location for the seminar.

Lunch - Lunch is nearly always out in the field. Coolers and boxes contain ingredients for lunches, groups may be separated during lunch. Each member of the group is responsible for making his/her sandwiches and for ensuring that everyone in the group gets an equal share of the fruit, cookies, carrot sticks or whatever it might be. This takes some adjustments for some people who aren't used to sharing or being considerate of others.

Since the Basic Seminars last 5 - 6 hours, we are usually ready to return to camp by 4 p.m. This allows enough time for clean-up, changing clothes if needed, and for primary groups with kitchen duty to get to the kitchen to help with the meal.

Pre-meal thought - Meals always begin with a pre-meal thought, meditation or prayer of some kind. Primary groups are usually assigned this task, but it can be left to volunteers. This important aspect of leadership development is never omitted.

Evening activities - After dinner, the entire camp gets together in the evenings for games, activities and speakers. Speakers can range from motivational (Billy Mills type) to historical, traditional storytelling, etc. Singing and skits are also appropriate and are a lot of fun with this age group. A back-home night is usually built into the schedule to allow groups (Ramah Navajos, Zunis) to do a skit or short presentation on what it's like where they live. It's a sharing activity and can be humorous or serious, but it's always fun. We have also brought in musicians and entertainers. The evening activity is a nice way to wrap up the day and, if done properly, has everyone totally exhausted and ready to go to bed when it's time.

SAMPLE DAILY SCHEDULE

6:30 pm	Wake-up
6:45	Assemble for conditioning
6:45 - 7:30	Conditioning (stretching, jogging/aerobics)
7:30 - 8:00	Shower, assemble for breakfast
8:00 - 8:45	Breakfast/announcement/clean-up
8:45 - 9:00	Prepare for days activities
9:00	Assemble - orientation for day's activities
9:15	Leave for basic seminar
9:30 - 3:30	Basic Seminar
11:30 - 12:00	Lunch in field
3:30 - 4:00	Wrap up and leave for camp
4:30 - 5:00	Clean-up/prepare for supper
5:00 - 5:45	Supper/announcement/clean-up
5:45 - 6:45	Free time
7:00	Evening Activity: speaker, songs, skits
9:00	Snack (not snag)
10:00 pm	Cabin call
	Lights Out

K. TESTING OF CAMP EFFECTIVENESS

A pre-test measuring self-esteem, attitudes toward education, community involvement and general level of knowledge about a student's Indian heritage is given on the first evening of camp. The post-test is administered as one of the last activities before the students return home.

The instrument used is a modified version of the Janis-Field Self Esteem Inventory and has provided some valuable insights into the change that takes place as a result of the camp program. Further, we now have four years of pre- and post test data which is currently being analyzed to tell us more about the attitudes of contemporary Indian youth in the areas the test looks at. We are also in the process of doing a follow-up study of the students who participated in IYLC over the past four years to determine the impact which the experience may have had on each participant.

IV. PLANNING A IYL CAMP PROGRAM

After seeing the slide presentation or reading through this handbook you may feel that this is a program that you would like to do in your area. There are several ways to develop a program based on this model, one of which is to contact Indian Education Resource Center I (the sponsor for the development of this handbook) or, Centers II, III, IV, or V. The Centers can put you in touch with the IYLC staff who can assist you in developing a program in your area. We can also recommend other resources that may be close to your part of the country. If you have made the decision to develop a program, the following information can be helpful.

A. FACILITY: It is generally very expensive to rent an established camp facility, although if approached in the right way, exceptions can be made. It's also important to remember that established camps are usually booked at least a year in advance. There are, however, numerous alternative facilities to esablished camp areas, for instance dormitories, church camps, etc. There really are many places where an adaptation of our could be done. The main considerations are finding a sleeping area, cooking area, dining area and restrooms.

B. COOKING: If you plan to use an established camp, the cooking staff and food are usually included in the fee. If not, plan to spend $200 - $500 for a week to ten days, or try to get a volunteer. In our model, where students in primary groups assist the cook, you may be able to get by with one cook; possibly you will need an assistant.

C. FOOD: This is usually the largest expense, so if you can get a rate from an established camp that includes cook staff and food (most do), that may be less expensive in the long run. If you do your own cooking, the cost will

run from $500 - $1,000 (for 30 - 40 people). We emphasize nutritious food, a minimum of sugar and artificial ingredients and heavy emphasis on fresh fruits, vegetables, juices, etc.

D. HEALTH CARE: Have staff maintain health care records on all participants who are injured or ill including a daily log which describes specifics of the illness/injury, specific treatment, including medication, times and dates, etc. Provide staff with information on the use and possible side effects of the prescription medicines and non-prescription drugs in the first aid kits.

E. STAFF: As we discussed earlier, the quality of staff is critical. Generally, we don't have funds to pay many staff. We usually try to provide expense money for travel and in the case of the guest speakers we pay a small honorarium. Most people who work with us understand the nature of the program and are willing to take what we can offer or volunteer their time.

- o Contracts/Service Agreements should be signed by all staff, either paid or volunteer. Specifics on pay, terms of employment, job description and policies should be provided.

- o Programs should actively recruit the highest quality potential staff through use of professional networks, recommendations from other programs, etc.

- o Program should provide a written list of staff duties and expectations to all applicants.

- o Suggested factors for consideration might include:

    - Knowledge and technical skills above the levels that will be taught to participants.

    - First aid skills appropriate to the setting, activities, etc.

- Demonstrated level of fitness and conditioning appropriate for activities planned.

- Interpersonal maturity, personal organization and initiative for appropriate role modeling.

- Adequate group skills.

- Adequate communication skills.

- Ability to fulfill administrative and logical requirements of program.

- Can support the philosophy and objectives of the program.

STAFF ROLES (BY FUNCTION)

1. Camp Director: Responsible for overall direction of camp, screening, staff, etc.

2. Secretary (optional): Responsible for typing, copying, telephone messages, other related duties.

3. Nurse: Due to the isolated area the camp usually covers and distances to hospitals, it's very important to have a nurse on staff.

4. Coordinator for Service Staff (Supervises high school, college students and other volunteer staff)

5. Coordinator for Equipment

6. Coordinator for Transportation

7. Basic Seminar Leaders

   Environment
   Moral & Ethical
   Self/Leadership
   Communications

8. Qualifed staff for Rappeling & Ropes Course

9. Security for evening (optional)

10. Morning conditioning coordinator

11. Entertainer (singing, etc. in evenings)

12. Photographer(s)

13. Lifeguard (if camp has swimming area)

14. Food Service staff (cook, assistants)

Many of the roles that staff fulfill during camp are likely to be overlapping; one person can certainly do more than one thing, as long as he or she doesn't have a time conflict. Planning for the camp begins several months in advance with selection of the site, facilities, etc. Assignments should be made based on qualifications and interests of staff. Quite a bit of advance preparation is necessary for each staff member and ideally a staff training session should occur before students arrive.

F. TRANSPORTATION: Try to get as many in-kind donations as you can. Churches, schools, staff and other programs are usually glad to help. Aside from transportation to/from camp and a few trips to activity sites, a lot of driving is usually not necessary.

- o Maintain written evidence that all vehicles are regularly inspected, serviced and maintained to ensure safe operations.

- o Equip vehicles with a stocked first-aid kit, driver information sheet, emergency accessories such as tools, fire extinguisher, flares, etc.

- o Do not transport participants in open bed trucks and trailers.

- o Do not allow passengers to ride on top of a load of supplies or equipment.

- o Use seatbelts when transporting participants.

G. EQUIPMENT: We have been successful at getting donations of equipment and loans of key items (e.g. canoes, etc.) from other programs, schools, scout programs and individuals. An amazing amount of equipment can be located and borrowed once people understand what you're trying to do. A list of equipment we suggest you obtain can be found in Appendix A.

H. CONTRACTUAL: If there are outdoor/adventure programs around, it may be advisable to contract with them. In that way they will supply staff, equipment and may be able to provide a broader range of activities for you. We've found most outdoor programs eager to work with American Indian communites/programs and often at a reduced rate.

I. INSURANCE: If you're using an established camp, their rate often includes insurance coverage. If not, we've been successful at working through the schools to get "field trip" insurance package deals. These are very reasonable. One caution: be sure that you have some kind of coverage before you take on the responsibility. When working with schools or insurance companies, be as general as possible about your activities. If you mention rappelling or using a ropes course, you may not get coverage, or it may cost more. Staff should look into professional coverage for liability.

J. RESOURCES:

Association for Experiential Education, Box 249 CU, Boulder, Colorado 80309 (303) 492-1547.

This is an organization that has membership in all 50 states, Canada and other countries. They can provide assistance in locating a program or an individual in your area that can help you organize a camp or weekend experience.

National Youth Leadership Council, 386 MacNeal Hall, University of Minnesota, St. Paul, Minnesota, 55108 (612) 624-348d9. Contact: Jim Kielsmeier, Rick Nelson.

This organization operates summer leadership development camps for high school juniors and seniors. They are anxious to get American Indian students into programs and have scholarships available. Programs each summer are held in Minnesota, Indiana, New Mexico and, in 1987 the first NYLC in New York will be held.

American Youth Foundation, St. Louis, Missouri (314) 532-9100. Contact: Bob MacArthur.

This program conducts summer camp programs for high school youth usually in Michigan.

Outward Bound Programs Maine, Colorado, North Carolina, Oregon and Canad (800) 243-8520.

This program operates short and long term programs for young people and adults. They also operate the Kurt Hahn Leadership Center, a program for training staff. Outward Bound is very eager to get American Indian youth into programs. Scholarships are available.

V. PROGRAM MANAGEMENT PLAN

Any program operating with young people in an outdoor setting, especially in a wilderness environment is subject to risk. To minimize the risk inherent in such activities, the Association for Experiental Education has compiled a handbook entitled "Accepted Peer Practices in Adventure Programming". That handbook has been used as a source book to pull together the basic points that would be included in a staff manual. For more detail or for more information on specific activities (i.e., white water canoeing, etc.) please refer to the AEE handbook.

A. GENERAL SAFETY PRACTICES

- Staff or participants should not possess or use illegal drugs or alcohol on any field activity.
- Participants who refuse to refrain from alcohol or drugs should be removed from the activity.
- Staff or participants who take prescription drugs that may interfere with their ability to perform should not participate in that activity.
- Signed "assumption" of risk statements are recommended for use in documenting participant and/or parental understanding of inherent risk.
- Prior to activities, programs should secureany necessary clearances/ permits for access to the area to be used.
- The instructor immediately responsible for participants should be familar with the area to be used and be aware of seasonal-specific problems.

- o A safety briefing which sets the tone should be part of every potentially dangerous activity. Participants should understand the risks inherent in the activity before it begins.

- o Minimum staff/participant ratio should be established for all field activities.

- o A first-aid kit and emergency evacuation plan and materials should be present during all field activities.

- o No participant should be placed in a position of responsibility for the safety of others without having received specific instructions and demonstrated to the supervisor the ability to perform satisfactorily.

- o Participants should not be permitted to leave the group in most situations. Exceptions are to be discussed and fully understood by all staff.

B. GENERAL PRACTICES/ADMINISTRATION

- o Organizations/programs should have a written statement of program goals for participant development.

- o Programs should have a system for periodic evaluation.

- o Programs should have written statements which clearly specify the philosophy of the program, application procedures and eligibility criteria.

- o Ensure that all written and audiovisual promotional materials realistically portray the program activities.

- o Ensure that the program has information on each participant and staff member, including full name, age, home address, telephone, signed medical release forms, full information on who to contact in emergencies, insurance information and names of physicians.

- o Develop written procedures for verifying absentees and returning participants to authorized persons.

- o Develop a system to insure confidentiality.

- o Provide all staff with written emergency procedures for implementation in the environments used by the program.

- o Have a written search and rescue procedure for persons lost, missing or runaway.

- o Make provisions for emergency transportation, in case it is needed.

C. TRAINING

- o Supervision: Staff should know the difference between specific, general and no supervision situations and be able to identify unsafe conditions and to teach safe practices. Supervision should always be appropriate to the activity, setting and personal role. It's also a good idea to team experienced staff with less experienced staff.

- o Conduct of activities: Participants should be instructed in the progressions appropriate to the activity, and activities should be geared to the emotional and physical maturity of the participants.

- o Safety Equipment and environmental conditions: Safety equipment must be operational and activities be adjusted to existing environmental conditions.

- Training should tie program activities to overall program goals.

- Training should include familiarization with program sites and known hazards in the area.

- Training should include responses to potential emergency situations such as accidents, evacuation, search and rescue and death.

- Training should include lines of communication and supervision which apply to routine operations and those that apply in emergencies.

- Training should include program history, tradition and ritual as it applies to various staff positions.

- Refresher courses or retraining sessions can be helpful for experienced staff.

D. ASSESSMENT

Staff assessment can be a useful tool and can provide feedback on both positive behaviors as well as areas where behaviors can be approved. It can also provide information that can weed out staff who are not meeting the expectations of the program. Instructors should continually assess the merit of an activity relative to the needs and abilities of the participants, and be willing to modify as needed.

E. INSTRUCTOR PRACTICES

Create a safe, structured environment by explaining what is being done and why.

- Except in emergencies, everyone is responsible for group decisionmaking

- Everyone is to come to group discussions
- Rights of each individual are to be respected
- Participants and staff have different roles to play in the group, but as individuals, they have the same rights.
- People should speak to each other, or to the group, not about another.
- The group should stay with a person who has a problem and not leave conflicts unresolved
- Ideas may be criticized, but the person expressing the idea should not be criticized. Effective problem solving does not criticize individuals.
- No one loses in problem solving. Each member of the group is important and each person's feelings are to be respected.
- Instructors need to be open and honest in discussions, but be aware of group dynamics.
- No one should be forced to speak in a discussion or be criticized for not speaking.
- Instructors need to keep notes, mental or written of items to be discussed, either in a processing session or in a small group discussion.

ACTIVITIES

- Whenever possible and appropriate, activities should be experientially based.
- Before inclusion of an activity, full consideration should be given to

potential safety hazards.

- Priority should be given to activities which teach participants the skills to assume responsibility for their own safety.

- Major program elements and activities should be preceded by a detailed briefing which includes objectives and safety procedures.

- Activities should be followed by a discussion which includes instructor's observations of the group and individual participants, participant observations of the instructor, etc. (Processing)

- Most major program components should be modified to meet the particular needs of the participants and adjusted to weather conditions.

- Staff should be trained in ways to modify an event for a special population.

ACKNOWLEDGEMENTS

There have been several individuals who have influenced the development of the program described in this handbook in one way or another. Many of the ideas came from informal "brainstorming sessions" and many were "dormant" for years, waiting for another piece of the puzzle to be put in place before they made any sense. We have found it easiest to list people in chronological order, and not necessarily in the order of importance.

- Francis McKinley (Ute), Founder, National Indian Training & Research Center
- Herbert Benally (Navajo) Educator, Community Developer
- Paolo Friere, author of Pedagogy of the Oppresed
- Mike Morris, former Director, Cherokee Nation Education Department
- Jim Kielsmeier, President, National Youth Leadership Council
- Mose Killer (Cherokee), former Director, Cherokee Nation Youth Leadership Program
- John Mohawk (Senaca), writer, Community Developer
- Crosslin Smith (Cherokee), Traditional spiritual leader
- Phillip Deere (Muscogee), Traditional, Spiritual Leader (deceased)
- Steven Glenn, author of Developing Capable Young People
- Alec Dickson, Honorary Chairman of the Board, NYLC (London, England)
- Ernestine Lynch (Navajo), Teacher, Student of Navajo Religion/ Tradition
- Gwen Shunatona (Potawatomi/Pawnee/Otoe), President ORBIS/Associates

PARTIAL BIBLIOGRAPHY

Buell, Larry

Outdoor Leadership Competency

Environmental Awareness Pub.

Greenfield, Mass. 1983

Buell, Larry

24 Hour Experience

Environmental Awareness pub.

Greenfield, Mass.

Fluegelman, Andrew (Ed.)

New Games Book

New Games Foundation 1976

Friere, Paolo

Pedagogy of the Oppressed

Seabury Press

New York, NY 1973

Glenn, Stephen & Joel Warner

Developing Capable Young People

Humansphere, Inc.

Hurst, Texas 1982

Hazelden, Foundation

Health Choices 1985

Johanson, Karl M. (Ed.)

Accepted Peer Practices in Adventure Programming

Associates for Experiential Education 1984

Boulder, Colorado

Kieslmeier, Jim & Richard Kraft (Eds.)
Experiential Education and the Schools
Associates for Experiential Education
Boulder, Colorado 1985

Lofguist, Bill
Discovering the Meaning of Prevention
Associates for Youth Development
Tucson, AZ 1983

Knapp, Clifford
Using the Outdoors to Teach Social Studies 1976
ERIC

Payne, Milton

Using the Outdoors to Teach Science 1985

ERIC

Payne, Milton

Using the Outdoors to Teach Mathematics 1985

ERIC

Rohnke, Karl

Cowstails and Cobras

Project Adventure

Hamilton, Mass. 1977

Swan, Malcolm

Outdoor Education: Community

Studies Through Field Experiences 1979

ERIC

Quest National Center

Skills for Adolescence

Quest National Center

Columbus, Ohio 1985

APPENDIX A

APPENDIX A

EQUIPMENT NEEDS

CAMPING ACTIVITIES

coolers/ice chests
tents
axes, hammers
rope/nylon cord
water bottles (individual)
large water containers (5 gallon & larger)
first aid kits
grills for camp fire
pots/pans/cooking utensils
shovels
waterproof matches
backpacks
plastic tarps
coleman stoves (if preferred, or if fires are not allowed)

NEW GAMES ACTIVITIES

earth ball (if available)
parachute (if available)
frisbees
referees whistles
volleyball (net optional)
basketball (optional)

WATER ACTIVITIES

+canoes
paddles (2 per canoe)
lifejackets (everyone in the water must have one on, No exceptions)
inner tubes
fishing poles

ROPES COURSE/RAPPELLING

climbing helmets
ropes (mt. climbing ropes)
caribiners/figure eights
seat harnesses

HIKING ORIENTEERING

compasses (orienteering-type)
topographic map
bandanas (for blindfolds)

GENERAL MISCELLANEOUS

easal
newsprint pads
markers
pencils
flashlights
name tags
tape player (for aerobics, other special events, skill exploration, etc.)
typewriter (for schedules, agendas, sign-up sheets, etc.)
copying machine (optional, but handy unless duplicating can be done outside camp or before camp)

PERSONAL EQUIPMENT (each student brings)

sleeping bag
clothes (for 8-10 days)
jacket/sweater (depends on weather and locale)
towel(s)
toothbrush
camera (optional)
sun screen/tanning lotion
brush/comb
soap/shampoo
tennis shoes (2 pair in case one gets wet)
rain gear
boots or something comfortable for hiking
baseball cap/hat

*Any medication must be reported to camp staff on first day.